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ABSTRACT

Requests for evaluation instruments measuring program quality rather than program content have required the development of new measuring procedures. Two sets of materials are presented in this report--the first to identify objectives and expected outcomes for school programs and persons in the school, and the second to identify the actual climate and learning opportunities provided by the school and the resultant school and student growth. Forms in Set I are: (1) Form for Relating Mission to School Program; (2) Form for Relating Objectives to Outcomes; and (3) Form for Describing Program. Set II contains four evaluation instruments: (1) Report of Program Offering; (2) Classroom Observation Schedule; (3) Form for Rating Students and School on Key Dimensions; and (4) Form for Community Rating. (MB)

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MATERIALS FOR DOCUMENTING AND EVALUATING SCHOOL PRACTICE

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A. Introduction

Over the last six years, school people have been asking us for ways to evaluate what happens in schools in an on-going manner. The request focuses on monitoring program quality rather than tracking program content. While the two are related, the perspective of quality control suggests target sampling rather than detailed recording. One tends to develop procedures to identify the important and different things that happen in a school rather than procedures that identify the detail and its completeness. To record the important and different requires the development of other procedures also that identify the context, expectations, goals, and results that describe the norm.

What has evolved is an interrelated but distinct set of procedures and materials.

Set I - identifies the objectives and expected outcomes for the programs and persons in the school

Set II- identifies the actual climate and learning opportunities provided by the school and perceived growth of students and school and key dimensions.

The materials remain in the process of development. They are collected here in one place to provide school people a sample of a practical way to measure the practice of education in a school.

B. Set I

IDENTIFYING OBJECTIVES AND EXPECTED OUTCOMES FOR PROGRAMS AND PERSONS IN THE SCHOOL

Schools usually have statements of philosophy, lists of goals and even objectives. These tend to be stated in rather general terms. They usually are reviewed and approved by the Board and the school faculty on some regular basis. Accreditation procedures usually ask those responsible for preparing the documentation for accreditation and approval to begin with the school's statement of mission or philosophy on a yearly basis.

The following form marked MISSION is designed to assist individuals as well as schools to relate the statement of philosophy, the goals statement or the mission statement to their particular job in the school or school system. It should be accompanied by the actual statement that people are being asked to examine and relate to (a sample is attached as Appendix I).

What is important to notice is that besides asking an individual to relate his activity to the statement of Mission (question 3), the form also does two other important things: (1) it identifies changes needed in the Mission statement from the point of view of people in the organization and (2) it identifies what people think is needed and important in the organization to assure that the mission is accomplished. Our experience shows that sorting out what needs to be changed in Mission and in Program assures a more targeted understanding of the events that occur in the school.

The form marked PERFORMANCE ANALYSIS CHART provides a way of comparing the objectives, outcomes and factors of influence in an organization. The forms assume that the persons working in the school or system have objectives they know they are trying to reach. These objectives may be intuitive or written. In either case, the purpose of the form is to describe the objective and to detail the actual outcomes with regard to that objective with some determination of degree of success in reaching the objective. Poor, fair, adequate, complete are terms often used to describe the degree of success. The Factors of Influence Column allows persons to note both positive and negative events or decisions that influenced performance so that the resulting outcomes occurred.

The form marked PROGRAM provides the principal or teacher in particular an opportunity to describe the important activities/programs that are on-going in support of the Mission or objectives of the school. The purpose of the form is to more accurately describe the important activities and events of the school as seen by those who make the school go. It is important to note that questions 2 and 3 provide the opportunity to describe needed improvements. We find these crucial in determining the difference between events that need to be changed and events that just didn't work well.

The examination of the information on these forms provides some insight into what the persons working in the organization day by day see the actual Mission, programs and objectives to be. The actual practice of people in the school tends to be described more realistically as they perceive it in an interrelated manner. What actually happens is that the important and the different or in need of change are quickly identified. The normal is left assumed or unexamined.

TABLE I
FORM FOR RELATING MISSION TO SCHOOL PROGRAM

Name _____ Assignment _____ Date _____

MISSION

1. Are you aware of the Mission Statement for the School? yes no

2. What changes would you make in the MISSION STATEMENT?

_____

_____

_____

_____

_____

_____

3. What are three things you have done to help the school work toward this Mission:

(a) _____

_____

(b) _____

_____

(c) _____

_____

4. What are the three most important things in the school program that help it accomplish its Mission?

Rating

(a) _____ poor fair good excellent

_____

_____

(b) _____ poor fair good excellent

_____

_____

(c) _____ poor fair good excellent

_____

_____

5. What needs to be added to the school program to help it more effectively reach its Mission?

3. What are three things you have done to help the school work toward this Mission:

(a) _____

_____

(b) _____

_____

(c) _____

_____

4. What are the three most important things in the school program that help it accomplish its Mission?

Rating

(a) _____ poor fair good excellent

_____

_____

(b) _____ poor fair good excellent

_____

_____

(c) _____ poor fair good excellent

_____

_____

5. What needs to be added to the school program to help it more effectively reach its Mission?

(a) _____

_____

_____

(b) _____

_____

_____

TABLE II

NAME _____

PERFORMANCE ANALYSIS CHART

FORM FOR RELATING OBJECTIVES TO OUTCOMES

DATE _____

OBJECTIVE	OUTCOMES	DEGREE OF SUCCESS IN REACHING OBJECTIVES	FACTORS OF INFLUENCE

TABLE III
FORM FOR DESCRIBING PROGRAM

Name _____ Assignment _____ Date _____

PROGRAM

1. What are the THREE major activities you have undertaken or were involved in to help students learn or the school operate this year?

		Effect (low 0 1 2 3 4 5 high)
(a)	_____	0 1 2 3 4 5
	_____	
	_____	
(b)	_____	0 1 2 3 4 5
	_____	
	_____	
(c)	_____	0 1 2 3 4 5
	_____	
	_____	

2. What are TWO activities or programs the school should undertake to make things better for students next year:

(a) _____

_____

_____

(b) _____

_____

_____

3. What are TWO activities or programs the school should provide to make things better for teachers next year?

(a) _____

_____

_____

(b) _____

_____

_____

4. What factors had the greatest influence on student achievement this past year?

(b) _____ 0 1 2 3 4 5

(c) _____ 0 1 2 3 4 5

2. What are TWO activities or programs the school should undertake to make things better for students next year:

(a) _____

(b) _____

3. What are TWO activities or programs the school should provide to make things better for teachers next year?

(a) _____

(b) _____

4. What factors had the greatest influence on student achievement this past year?

positive	negative

5. What factors had the greatest influence on your performance this past year?

positive	negative

C. Set II

IDENTIFYING ACTUAL CLIMATE AND LEARNING OPPORTUNITIES PROVIDED BY A SCHOOL AND PERCEIVED GROWTH OF STUDENTS AND SCHOOL ON KEY DIMENSIONS

Schools normally complete some kind of self evaluation procedure during their existence. In a few instances, school and personnel appraisal systems are scheduled on a regular yearly basis. In most instances, observation forms focus on the detail of classroom, the interaction between teacher and pupil, and the evidence of teacher performance of a certain technique. These materials focus rather on general climate and learning opportunities provided instead. As a result, they do not tie a causal relation between technique and student learning; they describe what is observed or perceived to occur. The Program Offering Report provides some control for the general program proposed. The Classroom Observation Report describes climate, observed behavior and observed practices. By completing the Classroom Observation Report at least every four months, one can identify the trends in actual practices in the classroom.

Learning opportunities often turn out to be those teachers plan (see Program Offering Report) and those actually practiced (see the Classroom Observation Report). One should limit observations drawn by comparing the information on these two reports and any others. Of more importance is the documentation over time of the trends of planned activity and actual performance.

Impact of classroom practice on students and the school is documented by the key dimensions form. It is important to note that items listed under key dimensions in any of the three questions should be those that apply actually to the school.

One should review the earlier context setting forms on program mission and objectives to include on the list all that apply. In Question 3, in particular, appropriate programs need to be identified.

We have also found that collecting information from the community about program is often neglected. In many instances, structured response from parents is useful in identifying areas of need, concern, confusion or neglect from the perspective of the community and parents.

TABLE IV

REPORT OF PROGRAM OFFERING REPORT (page 1)

To be completed by Teacher

Teacher _____ Grade _____ Date _____

	OFFERED				CONTENT PRESENTLY BEING COVERED	WHAT STUDENTS SHOULD GET OUT OF IT	TEACHER PROCEDURE USED	MATERIALS USED	TEACHER AIDE ASSIGNMENT
	Daily	Weekly	Monthly	Not Offered					
MATH									
ENGLISH									
SCIENCE									
SOCIAL STUDIES									
PHYSICAL EDUCATION									

TABLE IV (continued)

REPORT OF PROGRAM OFFERING REPORT (page 2)

To be completed by Teacher

Teacher _____ Grade _____ Date _____

	OFFERED				CONTENT PRESENTLY BEING COVERED	WHAT STUDENTS SHOULD GET OUT OF IT	TEACHER PROCEDURE USED	MATERIALS USED	TEACHER AIDE ASSIGNMENT
	Daily	Weekly	Monthly	Not Offered					
FOREIGN LANGUAGE									
ETHNIC HERITAGE									
ART									
MUSIC									
HEALTH									

TABLE IV (continued)

REPORT OF PROGRAM OFFERING REPORT (page 3)

To be completed by Teacher

Teacher _____ Grade _____ Date _____

	OFFERED				CONTENT PRESENTLY BEING COVERED	WHAT STUDENTS SHOULD GET OUT OF IT	TEACHER PROCEDURE USED	MATERIALS USED	TEACHER AIDE ASSIGNMENT
	Daily	Weekly	Monthly	Not Offered					
READING									
WRITING									
SPELLING									
LISTENING									
SPEAKING									

TABLE V
CLASSROOM OBSERVATION SCHEDULE

Date _____ Time _____

Observer _____ Teacher _____

1. OBSERVED CLIMATE (circle as many as apply)

boring	difficult	dull	helpful	informative	insightful
irrelevant	open	provocative	relevant	responsive	stimulating
unnecessary	usable	other _____			

2. OBSERVED BEHAVIORS (circle as many as apply)

(a) TEACHER IS:

adaptable	alert	aloof	apathetic	attractive	confident
disorganized	dull	evasive	excitable	fair	harsh
inflexible	kindly	original	partial	poised	responsible
responsive	stimulating	systematic	uncertain	understanding	unimpressive
other _____					

(b) STUDENTS ARE:

alert	apathetic	confident	dependent	excitable	initiating
involved	obstructive	open	responsible	uncertain	other _____

(c) WHAT IS BEING LEARNED:

application	attitude	concept	material	process	other _____

3. OBSERVED PRACTICES (circle as many as apply)

(a) individualized instruction	(a) teacher led class discussions	(a) tests and measurements techniques
(b) computer assisted instruction	(b) teacher-pupil cooperative planning	(b) group dynamics techniques
(c) programmed instruction	(c) small group discussions	(c) techniques for diagnosing student reading programs
(d) educational television	(d) individual projects	(d) techniques for dealing with students' cultural differences
(e) non-graded school approach	(e) performance contracting	(e) techniques for integrating social issues into curriculum
(f) open school concept	(f) tutorial programs	(f) discovery learning procedures
(g) alternative education programs	(g) work-study programs	(g) techniques for observing and recor-

(a) TEACHER IS:

adaptable	alert	aloof	apathetic	attractive	confident
disorganized	dull	evasive	excitable	fair	harsh
inflexible	kindly	original	partial	poised	responsible
responsive	stimulating	systematic	uncertain	understanding	unimpressive
other _____					

(b) STUDENTS ARE:

alert	apathetic	confident	dependent	excitable	initiating
involved	obstructive	open	responsible	uncertain	other _____

(c) WHAT IS BEING LEARNED:

application	attitude	concept	material	process	other _____

3. OBSERVED PRACTICES (circle as many as apply)

(a) individualized instruction	(a) teacher led class discussions	(a) tests and measurements techniques
(b) computer assisted instruction	(b) teacher-pupil cooperative planning	(b) group dynamics techniques
(c) programmed instruction	(c) small group discussions	(c) techniques for diagnosing student reading programs
(d) educational television	(d) individual projects	(d) techniques for dealing with students' cultural differences
(e) non-graded school approach	(e) performance contracting	(e) techniques for integrating social issues into curriculum
(f) open school concept	(f) tutorial programs	(f) discovery learning procedures
(g) alternative education programs	(g) work-study programs	(g) techniques for observing and recording student behavior
(h) utilization of teacher aide in the classroom	(h) activities which foster creativity	(h) use of behavioral objectives
(i) learning centers	(i) other _____	(i) marking and evaluating pupil work
(j) flexible schedules	(j) other _____	(j) establishing goals or objectives in terms of student behavior
(k) other _____	(k) other _____	(k) other _____

TABLE VI
FORMS FOR RATING STUDENTS AND SCHOOL ON KEY DIMENSIONS

Person Rating _____ Date _____

1. Rate student growth in the following:

Key Dimensions	Rating			
reading	little	some	enough	much
math	little	some	enough	much
science	little	some	enough	much
social studies	little	some	enough	much
foreign language	little	some	enough	much
ethnic heritage	little	some	enough	much
self discipline	little	some	enough	much
interest	little	some	enough	much
involvement	little	some	enough	much
creativity	little	some	enough	much
respect	little	some	enough	much
other _____	little	some	enough	much
other _____	little	some	enough	much

2. Rate school growth in the following:

Key Dimensions	Rating			
discipline	little	some	enough	much
school spirit	little	some	enough	much
art	little	some	enough	much
music	little	some	enough	much
physical education	little	some	enough	much
reading programs	little	some	enough	much
cultural programs	little	some	enough	much
community involvement	little	some	enough	much
other _____	little	some	enough	much
other _____	little	some	enough	much

3. Rate growth on key programs:

Programs	Rating			
a) _____	little	some	enough	much
b) _____	little	some	enough	much
c) _____	little	some	enough	much
d) _____	little	some	enough	much

TABLE VII
FORMS FOR COMMUNITY RATING

PARENTS AND COMMUNITY SURVEY DATE _____

Since the West End School is a community school, this piece of paper gives you as a parent or as a member of the community a chance to tell the Board and the School Director what you think about the school. The answers you give and the suggestions you make will help West End better serve you.

---

1. WHAT I THINK ABOUT WEST END SCHOOL NOW (circle any word that applies)

adaptable	disorganized	organized
alive	dull	relevant
attractive	efficient	stimulating
autocratic	flexible	systematic
boring	friendly	uncertain
bright	helpful	unimpressive
busy	inflexible	unnecessary
confused	inviting	valuable
democratic	irrelevant	_____

Comments: _____

_____

_____

2. GENERAL RATINGS (circle only one on each line)

a. Board	bad	poor	fair	good	excellent
b. School Director	bad	poor	fair	good	excellent
c. School Program for Youngsters	bad	poor	fair	good	excellent
d. School Staff	bad	poor	fair	good	excellent
e. Community Involvement	bad	poor	fair	good	excellent
f. Programs for Adults	bad	poor	fair	good	excellent

3. SUGGESTIONS I WOULD MAKE ABOUT WEST END SCHOOL

about the program for youngsters

_____

_____

about the program for adults

_____

_____

about the decision-making process

_____

1. WHAT I THINK ABOUT WEST END SCHOOL NOW (circle any word that applies)

adaptable	disorganized	organized
alive	dull	relevant
attractive	efficient	stimulating
autocratic	flexible	systematic
boring	friendly	uncertain
bright	helpful	unimpressive
busy	inflexible	unnecessary
confused	inviting	valuable
democratic	irrelevant	_____

Comments: _____

_____

_____

2. GENERAL RATINGS (circle only one on each line)

a. Board	bad	poor	fair	good	excellent
b. School Director	bad	poor	fair	good	excellent
c. School Program for Youngsters	bad	poor	fair	good	excellent
d. School Staff	bad	poor	fair	good	excellent
e. Community Involvement	bad	poor	fair	good	excellent
f. Programs for Adults	bad	poor	fair	good	excellent

3. SUGGESTIONS I WOULD MAKE ABOUT WEST END SCHOOL

about the program for youngsters

_____

_____

about the program for adults

_____

_____

about the decision-making process

_____

_____

about staff

_____

_____

other

_____

_____

D. Conclusion

Much remains to be done to validate the recording of practice as it is with simple tools which focus evaluation, not on application to learning theory, but on implementation of a mission or program for learning. The detail of classroom practice is crucial to more controlled and systematic application of coherent learning theory. The identification of the important and significant program events and the classroom behaviors and climate can lead to more accurate contextual description which can assist in the responsible supervision of persons directed to accomplish school mission and programs.

APPENDIX I

Mah-Sos School

MISSION STATEMENT

The Tobique Board of Education sees the Mah-Sos School as the focus for education programs for the Reserve. The Board looks to the school as the meeting place for the Reserve's past and its future. There the young are educated in the rich heritage of the Maliseet Indians. There the old share their wisdom and experience to continue the traditions of the Maliseet Indians.

Recognizing that people are the most important resource in society, the Tobique Band wishes to insure that each person on the Reserve is given the opportunity to develop their potential to the fullest extent possible. It is the major objective of the school to prepare Indian children to live on the Reserve or elsewhere with competence and productivity and to provide all ages with education programs to meet their needs.

The Tobique Band sees that tomorrow's decisions require vision and fortitude. The community expects the school to serve as the center for developing the Maliseet heritage using all available resources.

Tobique Board of Education
(Spring 1975)